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ABSTRACT

This is a brief overview of Project Canada West, initiated in April 1970 to develop relevant curriculum for Canadian education. Events and activities leading to the formation of the Project are discussed, including the influence of the publication WHAT CULTURE? WHAT HERITAGE? by A. B. Hodgetts. Problems in the organization of knowledge for the selection of theme, concepts, and information utilization are emphasized in the planning stages. The selected model for curriculum and instructional technique is by Dr. Ted Acki, based on the work of M. Johnson. Urbanization in the Canadian environment is the area of study chosen for curriculum development. Stages of the Project are stated by the author: Year (1) A developmental phase. Each project will arrive at a clear conceptual base upon which to build a project. Year (2) Production of curriculum material. Year (3) Pilot classes in selected school. Year (4) In-service education related to the curricular material in all western provinces. Year (5) Evaluation. Educator teams from Manitoba, Saskatchewan, Alberta, and British Columbia are developing specific proposals for research in Canadian urban studies. SO 000 865 and SO 000 525 are related documents. (Author/JSB)

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Curriculum Development in Urbanization

An Address presented to a meeting of the LAURENTIAN PROJECT in Peterboro, Ontario, during the period August 24-27, 1970

by DR. R.H. SABEY

PROJECT CANADA WEST, as most of you know, is your sister organization encompassing the provinces of Manitoba, Saskatchewan, Alberta and British Columbia. This organization has chosen the topic of urbanization and urban studies as the focal point of curriculum development. As is presently, or as will become evident, this focal point is very much inter-related with the focal point of your project--technology. The very existence of Project Canada West as an inter-provincial educational organization is interesting. The actual co-operative spirit which prevades Project Canada West is unique. Not only are organizations from different provinces working together with a common goal but organizations at all levels of education within the provinces are co-operatively engaged with a single purpose in mind--to develop curriculum with a Canadian theme. We, thus, see the departments of education in each province, the universities in each province, the teacher organizations in each province and teachers from each province working together towards a common goal. To date, there has been little evidence, if any, of the territorial imperatives usually associated with the organizations mentioned above. Both inter-provincial and intra-provincial co-operation is in evidence.

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It is my opinion that this unique organization is worth examining since I feel that its very existence is the tale of the concerns expressed by Hodgetts in What Culture? What Heritage?, and of the

solutions Hodgetts offers. I shall also state at this point that the expression "in my opinion" is very germane to the point of this paper. We in Project Canada West believe that the building of a rational community as discussed by Hodgetts is based upon obtaining a variety of views and opinions regarding the questions... What are the problems of urbanization? What is urbanization? From what conceptual framework do you wish to view urbanization? What is it about our urban environment that should be studied... and how? The message today, then, is just my opinion, and this opinion is presented to you for critical examination and as a basis for comparison with your opinion. It is the introduction of many viewpoints and a critical examination of these viewpoints which may lead to a rational viewpoint.

A useful way of examining Project Canada West is from the viewpoint of a model for curriculum development. This model has four phases. The phases are not necessarily sequential and are usually more nearly concurrent or at least highly inter-related by nature. The four phases are:

1. the location of the problem;

2. the gaining and organizing knowledge within the parameters of the problem. This may be called the development of the material;

3. the teaching strategies associated with placing the selected problems within a curriculum and in the classroom;

4. the evaluation of the processes and the project.

This is expressed diagramatically as developed by Dr. T. Aoki of the University of Alberta on Chart 1 (attached).

Locating the Problem

The location of the problem (urbanization) selected by Project Canada West developed from the publication What Culture? What Heritage? by A. B. Hodgetts in June 1968. In his presentations of a case for a Canada Studies consortium, Hodgetts states: "We recommend that new materials and appropriate teaching strategies for Canada studies should be designed to give our young people a much greater understanding of their Country and its problems than we have in the past."--"The tools for this purpose, that is, for identifying, analyzing and trying to make sense of complex social problems, are the intellectual disciplines."--"The insights

and some of the techniques of the social sciences and humanities should be used in Canadian studies."--"We are capable of building a more rational community approximating the democratic ideal."--"We must identify continuing themes if Canadians study social problems."

From this beginning, I believe most of those present today are familiar with the events which led to bringing Hodgetts' recommendation to the point at which they are today. I will, however, reiterate these events. (This summary is from the preliminary proposal for Canadian studies of urbanization and urban life--Canada Studies Project, Western group, December 15, 1969.)

1. The establishment of a Canada Studies program at the Ontario Institute for Studies in Education under the chairmanship of Dr. E. J. Ingram.

2. A three-day invitational feasibility conference held in Toronto, February 20, 1969.

3. A three-day Canada Studies conference at Trent University held in May 1969. The impetus toward establishing a Western consortium for curriculum material in the area of Canada Studies came largely from Dr. L. W. Downey, Director of the Alberta Human Resources Research Council; Mr. John S. Church, Acting Director of Professional Development, B. C. Teachers' Federation; and Dr. George S. Tompkins, Faculty of Education, University of British Columbia. At their initiative a planning group was called together in Calgary in June 1969. An action committee consisting of Mrs. Hilda Symonds from the University of British Columbia and Dr. Gordon McIntosh of the Alberta Human Resources Research Council was constituted and assigned the task of drafting a preliminary proposal.

4. The preliminary proposal was drafted and discussed at a meeting held in Kelowna, B. C. in September 1969.

5. An interim policy committee meeting was called for December in Vancouver. At this stage representatives from Manitoba, Saskatchewan, Alberta and B. C. were involved.

6. A subcommittee made up of senior professional development officers from the four western teachers' organizations: Kris Breckman from Manitoba; Art McBeath from Saskatchewan; Ken Bride from Alberta; and John Church from British Columbia with Gordon McIntosh as committee secretary was formed.

7. This group called for curricular proposals from interested educators throughout the four western provinces. Over sixty proposals were received.

8. In April 1970 Project Canada West was formalized and the Board of Trustees was constituted. This board included the four senior professional development officers named previously plus Dr. E. J. Ingram from the Alberta Human Resources Research Council. This group then, through the co-operation of HRRC and the Alberta Department of Education, obtained through secondment Dr. R. H. Sabey as Acting Executive Director of Project Canada West. Subsequent to the April meeting, applications for appointment to the Board of Trustees had been received from the University of Saskatchewan and from the Manitoba Department of Education.

But back to my original point. As a result of this development, the theme of urbanization and urban life was selected as being germane to Canadian Studies, and thus as the general problem identified for curricular development. The overall objective, then, of Project Canada West is environmental study --specifically the Canadian environment and more specifically the urban aspect of the Canadian environment. The investigations thus far have identified a problem and have called for an investigation of "what is" and has stated a terminal objective of "what ought to be."

In doing this, Hodgetts and the Project Canada West people have cited three levels of inquiry which Brissey and Hills (United States Air Force office of Scientific Research Technical Report: AF. AFOSR 1055-66: February 1969) see as necessary for the understanding of a problem.

The call for developing and understanding of "what is," is a call for designative inquiry. The terminal objectives of a rational community reflect an appraisive inquiry into "what ought to be." We are also told through the evolvement of Project Canada West, that the prescriptive inquiry or the inquiry into how to change "what is" to "what ought to be" should be through the media of the intellectual disciplines.

The designative inquiry calls for obtaining information about the environment. Actors in the environment must know something about the structure of the environment and be able to form a conceptual picture of "what is."

The appraisive inquiry is concerned with how one wants the invironment to be or "what ought to be" according to the actor's

preferences and values.

The prescriptive inquiry is directed to learning how one's acts yield particular outcomes. Prescriptive inquiry leads to the ability to perform on the environment in the service of preferred states or values. That is, prescriptive inquiry is concerned with changing "what is" to "what ought to be."

These three forms of knowing are inter-related and the understanding of our environment is threatened by malperformance in any of the areas.

This leads into the second component of our curricular development model: The organization of knowledge and the development of material.

Organization of Knowledge

The organization of knowledge pertaining to the theme of urbanization presents a difficult task and it is recognized that the organization selected represents an arbitrary decision.

Proposals received from interested educators viewed the phenomenon of urbanization from a wide range of viewpoints. The viewpoints included those of most of the social sciences, of artists, of poets and of builders. Those receiving the proposals were faced with many constraints, monetary, personnel, etc., and thus were not able to encourage the development of all proposals. The selection of these proposals was made on the basis of how each proposal fitted into the organization of knowledge which was arbitrarily selected by the committee receiving the proposals.

The organization of knowledge was based on the works of Constantinas A. Doxiadis in his study of Ekistics, the study of human settlements. The elements of the urban systems to be considered were man, society, shells, network and nature. The continuing themes of these elements, individuality, group inequality, growth, power structure, esthetics and technology systems were also considered in the Doxiadis grid. The projects were selected on the basis of their fit into the attached grid, Chart 2. An attempt was made to include all cells of the grid. It becomes more evident that the problem of urbanization is closely related to the problem of technology.

The organization implied that various views of social reality were necessary. It became evident that the knowledge was to be organized in such a way that students would become proficient in viewing their

environment from the frame of references of the social sciences and in understanding that there are various vantage points from which one may view a social problem. Students thus exposed to this organization of knowledge may become aware that they may hold different viewpoints in society and that these different viewpoints develop due to the vantage points from which they view the problem.

It becomes the role of the social studies to convey an authentic picture of social reality and of the necessary inquiry into social reality. It becomes important that social studies education should encourage a wide range of techniques pertinent to inquiry. To augment this wide range of inquiry skill, it seems important to present a wide range of conceptual views of social reality. Students of social studies then come to realize that their views of social reality rest primarily on their own conceptual viewpoint of society and their techniques of inquiry into the social problem.

The sort of "provincial or regional solipsism" which Hodgetts describes in What Culture? What Heritage? is something which takes away from a feeling of national unity in Canada. It seems, however, that were one to view social problems only from a particular discipline, that there could be developed a sort of "discipline based solipsism" which would be equally as disadvantageous to students as is the "regional solipsism" which we seek to avert. A firm principle of Project Canada West is that material developed should organize knowledge in such a way as to encourage the viewpoint of urbanization from a variety of views. The limitations as to the number of views are constraints imposed by the Doxiadis grid. These constraints were selected so that some focus on the problem of urbanization could be obtained and some variety of views could still be represented.

Students exposed to knowledge organized in this fashion will come to realize that "social reality" is largely invisible. The complex field of relationships established between groups easily escapes the general view of people. The social sciences can come to be heuristic devices for explaining social actions from various viewpoints. The task of social studies educators when confronted with this knowledge is to develop the mind of students to the point where they can:

1. recognize a problem;

2. describe that problem in terms of who has the problem with respect to who or what;

3. invent heuristic devices or concepts which may explain the social problem;

4. develop a method of inquiry associated with the social sciences to assist collecting information which may have a bearing on their hypothesized relationship;

5. recognize the tentativeness of findings and realize that their findings depend very much on their own conceptual viewpoints;

6. develop minds which are constantly open to inquiry and which view social problems both from their own viewpoint and from the viewpoint of others;

7. be able to live in the world of uncertainty which they discover.

It is noteworthy that traditionally urbanization has been the personal domain of the sociologist. It is also germane to my argument for concomitant viewpoints to note that recently there have been a number of people from other disciplines which have played a very important role in focusing attentions upon the plights of the city. Oscar Lewis, an anthropologist in La Vida and in The Children of Sanchez; Michael Harrington, a journalist in The Other American; Herbert Ganz, a city planner in The Urban Villagers; Robert Prethsus in Men at the Top; and David Kaplovitz, an economist in The Poor Pay More have each examined urban problems from a different viewpoint and have thus been successful in identifying new variables and relationships between these variables.

It is this eclectic view of urbanization which causes Project Canada West to view the organization of knowledge in its curriculum development in the manner in which it does. The Projects selected include those developing material dealing with: pollution, the aesthetics of a city, the process of urbanization, urban geography, town planning, implications of sharing a city by various ethnic groups, the problems of schools in the inner city, urbanization in single resource communities, urban government, personal identity, historical development of cities and interdependence within a city.

Each project is in the process of developing a conceptual framework or theoretical rationale which will guide the research into the particular problem selected. The development is being done through the co-operative efforts of teachers, administrators, and university personnel. This developmental phase will, in most cases, be the major efforts of each team for the first year.

P. C. W. stresses that the organization of curricular material can only be done if the developers are thoroughly familiar with the view of social reality which they wish to examine. Fuzzy concepts usually result in the development of fuzzy curricular material.

The guide for development includes the following criteria:

1. It would be a statement of the problem in which there would be a precise description of the aspects of organization to be considered, a statement of the relationships which would be examined, a discussion of the methods of examination and a specific statement with expected relationships which may be found according to some conceptual framework. This portion could be stated in model form, i. e., diagram or in a written statement.

2. There would be an expanded statement discussing the methods which would be used by each team in examining the problem which they had identified.

3. There would be some discussion of the intended learning outcomes or the broad objectives of the proposal.

4. There would be some discussion of teaching strategies which would be useful in bringing the material to classroom situations.

5. There would be a discussion of suggested evaluative criteria for evaluating the curriculum material.

6. There would be a discussion and a precise statement of what it was that was being developed; both the process and the product, and that a discussion of the transferability of the product and the process to other classrooms would be included in the proposal to be submitted in September.

Closely related to the organization of knowledge is a factor which we call the process of development. It is suggested that equally important are:

1. The curriculum products which are produced by each subproject.

2. A description of the process of developing these projects.

It is our view that just as much curriculum material produced in the U. S. A. lacks relevance to the Canadian scene, materials

produced in the environment of Edmonton, Alberta may lack, to a lesser degree granted, relevance to the Regina environment. Acceptance of this view leads us to the belief that while the material or product will have a large degree of transferability throughout Canada, it is equally important that the process of development be made explicit so that similar materials may be produced in various parts of Canada.

The Teaching Process in Curriculum Development

P. C. W. is committed to the belief that instructional planning, or a study of the teaching processes associated with each subproject, is an integral part of the curriculum. This planning concerns itself both with the instrumental content of the curriculum--what should be taught--and with the teaching strategies--how should the content be taught. This planning, then, logically becomes the basis for evaluation of the curriculum.

The model for curricular and instructional technique accepted by Project Canada West is one presented by Dr. Ted Aoki in a Project Canada West workshop held in June 1970. Dr. Aoki's model is an adaptation of M. Johnson's model of curricular and instructional design. He presents the curriculum as a matrix of intended learning outcomes, instrumental content, and teaching strategies. He emphatically states that the learning outcomes of the student is as much a function of the teaching strategies associated with the curriculum as it is of the curriculum organization and instrumental content. Project Canada West is greatly indebted to Dr. Aoki for his efforts in pointing out the importance of instructional strategies in the overall curriculum model.

The aspect of curriculum development which perhaps may prove to contribute most to the success of Project Canada West is the inter-relationships of content and process. Each team includes classroom teachers. The emphasis of our project is upon teacher-developed material and processes. Closely allied with each team, there is also University, Department of Education and Teacher Organization personnel. It is hypothesized that teams with these resources will be successful in developing the teaching strategies appropriate to the curricular material developed. The major focus of teaching is to be in the teaching of concepts. It is anticipated that through the developmental stage, experimentation in the classroom will allow the project teams to discover the sequence of presenting information which will lead to concept formation by the students.

The conceptual scheme presented by Dr. Aoki asks openly and vigorously "What Curriculum?, What Instructional Plan?, What Instruction?"

Evaluation of the Processes and the Product

Another phase of our curricular model calls for the evaluation of material, teaching strategies and the extent of gain of the intended learning outcomes by the students. This phase, while it is constantly in the foreground of our project teams, has not been formalized. Some thought has been given to the use of the curriculum material analysis system developed by the Social Sciences Education Consortium in the U. S. A., but at this stage we have done what has so often been done in the past. We have said that the development of an evaluative instrument will be an ongoing process which will develop to fit the needs and objectives of the project.

The evaluation to be developed which, in keeping with the admonition of Dr. Aoki, will be an ongoing process, will be made public prior to the evaluative activities and will take the form of a check for internal consistency among criteria, source and the structure of the sequence of presentation of the material. This formative evaluation will thus examine what should be taught? --the instrumental content, and how should the content be taught? --the teaching strategies?

Summary

Project Canada West then is a fledgling organization which has come into existence during the past year, and which expects to be a much more viable organization at this time next year. We feel that the strength of Project Canada West lies in the following areas.

1. Involvement of all educational organizations in the four western provinces.

2. Classroom teacher centered curriculum development which will lead to development of successful teaching strategies and their inter-relationship with the instrumental content of the curriculum.

3. The implicit statement of processes employed in curriculum development. This will increase the probability of transfer-

ability of the curriculum material.

4. The encouragement of a wide range of views of the urban problem.

5. The integration of the problems associated with urbanization with other problems such as technology, communication and the like.

6. The cautious approach involving thorough planning and developmental activities prior to actual production of curricular material.

Our general long-range plans for the next five years are as follows:

Year 1 — A developmental phase. Each project will arrive at a clear conceptual base upon which to build their project.

Year 2 — Production of curriculum material.

Year 3 — Pilot classes in selected school.

Year 4 — In-service education related to the curricular material in all western provinces.

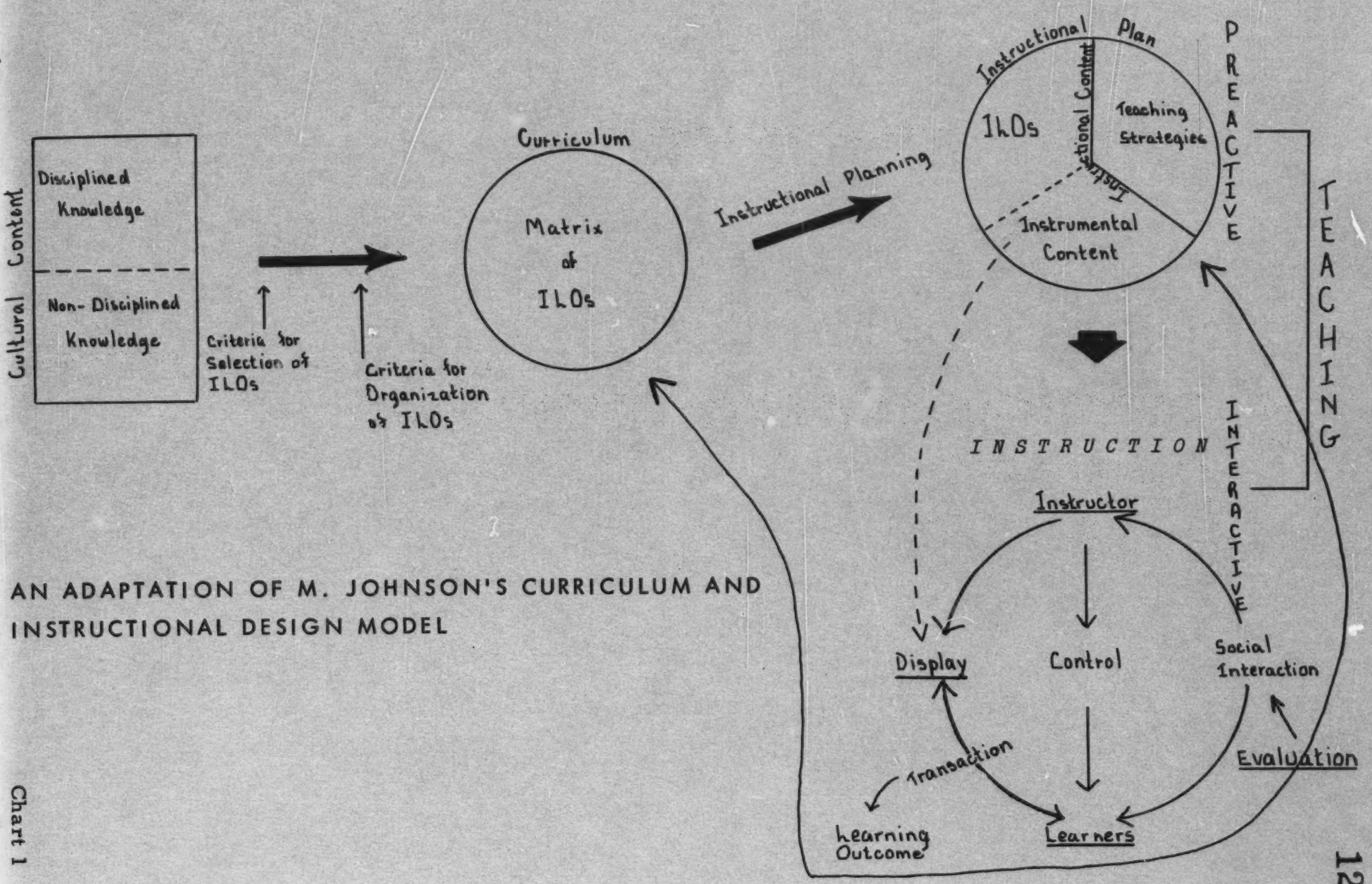
Year 5 — Evaluation.

We feel that our development is closely allied to your development. We feel that your expertise and our expertise should be shared in one form or another. We hope that, just as the four western provinces have developed an actively co-operative approach to their problem, Project Canada West and the Laurentian Project will seek to discover all avenues of mutual concern and co-operation. In my opinion, this type of activity will do much towards improving the education of our children in the Dominion of Canada "From Sea to Sea" and to cause our children to become aware of the multiculture basis of Canada and of the inherent strengths and weaknesses of this country. This awareness is a necessary prerequisite for the development of true tolerance which, in my opinion, is a necessary attribute of all Canadians, and of the rational community which we seek.

/lkd/amd
September 16, 1970
PD 70-144

CURRICULUM DEVELOPMENT SYSTEM

INSTRUCTIONAL SYSTEM



AN ADAPTATION OF M. JOHNSON'S CURRICULUM AND INSTRUCTIONAL DESIGN MODEL

Chart 1

SUBSTANTIVE FRAMEWORK FOR CURRICULUM STUDIES OF URBANIZATION AND URBAN LIFE

A CONTINUUM OF THEMES OR CONCERNS

lements of he Urban ystem *	Individual:	Group:	Inequality:	Growth:	Activity:	Future Concern:	Power Structures:	Aesthetics:	Technological Systems:
	Identity	Involvement	Wealth	Random	Work	Conservation	Responsive	Stimulation	Servant to Man
	↕	↕	↕	↕	↕	↕	↕	↕	↕
	Anonymity	Alienation	Poverty	Controlled	Leisure	Pollution	Rigid	Depression	Master to Man
Man:									
ociety:									
hells:[1]									
Networks:[2]									
Nature:									

[1]The term "shells" refers to any building -- e.g. housing, factory, school, vocational facility.

[2]The term "networks" refers to any communication system or facility -- e.g. radio, TV, newspaper, water, electricity, gas, sewerage; and to any transportation system -- e.g. roadways, sidewalks, bus routes.

*These "elements of the urban system" are drawn from Constantinos A. Doxiadis, "Order in Our Cosmos", in Constantinos A. Doxiadis and Truman B. Douglass, The New World of Urban Man (Philadelphia: United Church Press, 1965), pp. 17 ff.